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ABSTRACT

The guide was developed as a resource for the adult English-as-a-Second-Language teacher with classes of mixed language proficiency, and to accompany a teacher workshop. It consists of a brief introductory section to orient teachers to the approach and materials suggested, and a series of separate classroom activities for language skill (listening, speaking, reading, writing, grammar) development. The first section includes descriptions of independent/solo learning activities for each skill area, dialogue journals, learning gap activities (paired-student exercises in which participants must gain information from each other), and a vocabulary bingo game. The second section contains outlines for 10 curricula modules, contributed by teachers from throughout Oregon. Each module is designed to extend over several days' lessons, contains performance objectives, addresses two instructional levels (beginning and intermediate/advanced), and lists individual work, whole-group activities, and small-group or individualized exercises for the lesson, with reference to specific texts or instructional materials. Some reproducible handouts are included. Module topics include: giving personal information; time, calendar, and weather; clothing; community sites and transportation; employment; food; health and medical concerns; housing; telephone usage; and money and banking. A 35-item bibliography is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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MULTILEVEL

ESL CURRICULUM GUIDE

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INTRODUCTION

This guide was developed to serve as a resource for the adult ESL instructor who teaches a class where the students have varied levels of English proficiency. Ideally, teachers who use it should have gone through the accompanying workshop "Teaching Strategies for Multilevel ESL Classes." In the workshop, some of the basic premises of teaching multilevel ESL classes are covered. Some of the most important assumptions are that a successful multilevel ESL class makes the student feel part of the whole group while at the same time his/her individual needs are met. The use of student-centered activities, not teacher-directed, is very important. In this curriculum, the classroom is divided into two groups: beginning and intermediate/advanced level. While the teacher works with one level, in the other level students work individually, in pairs or small groups and perform some language-related task. At first, it may be difficult for the teacher and students to adjust to this format, but given time, everyone will adapt to the routine. The reward is that when their turn comes, students get the teacher's undivided attention **at a level that is appropriate to them.** Whole group activities are done at the beginning and end of class, so that students feel that they are part of the entire class, also.

Whenever possible, reproducible books have been used. Other books that are available in many ESL programs, such as *English for Adult Competency, Jazz Chants,* and *Side by Side*, have been selected. If these books are not available, the instructor can easily develop a similar activity. The use of the overhead projector can be one way to present songs and chants without infringing upon copyright laws.

Teachers must realize that if they are going to follow this curriculum they are going to have to put in more preparation time than they usually would with a homogeneous level ESL class. However, once materials are developed for this curriculum, they will be useful for many years to come. In addition, students will benefit more because they are receiving language instruction at their proficiency level.

This curriculum has been field tested in multilevel classes. Some field testers did only one separate activity per class period, rather than attempting to do two. This is followed by pair work or group work which utilizes the level differences. This curriculum lends itself well to this adaptation. In addition, when a group is to work independently, they need a great deal of structure in order to complete a task. We have left it up to the instructor to clarify and structure these types of activities. For example, instead of "brainstorm together lists of activities which take place in the rooms of the house, "the instructor could give the students a handout with a model, then the different rooms listed where they could fill in the activities.

The developers encourage you to give this curriculum a try. If you have any feedback for us, please drop us a line and let us know how you like using it.

SOLOS - INDEPENDENT LEARNING ACTIVITIES

One way to manage a multilevel class is to have the students work on independent learning activities that are appropriate to their levels. While the teacher is working with one group, the other group may choose different activities and work in pairs or individually.

Organizing and developing materials for these types of activities cannot be done overnight. However, once these materials are developed, they can be used over and over again. Keep in mind the objectives of the class when developing these materials. Many activities can revolve around basic survival skills; others can focus on pre-vocational and vocational skills; still others can be used for development of reading and writing skills. The success of these activities is contingent on them being of high interest to the students and at the appropriate levels.

It is helpful to label or code papers in some way to make refiling them easy for the students or the teacher. It is also helpful to have them laminated so that they can withstand a lot of use. Answer keys are essential so that the exercises will be self-correcting. It is important that these activities not be overused, or they lose their effectiveness.

Listening Activities

Language Masters are available in many programs and schools. They are machines into which large cards are inserted and a magnetic tape is read, much like a tape recorder. These are excellent for vocabulary practice. Cut pictures out of *Basic Vocabulary Builder* and paste onto the front of the card. Write the word on the back of the card. Record the word onto the tape (the directions for doing this are included in the Language Master manual). Students then can look at the picture, listen to the word, and write it down in their notebooks for future practice. The student can also record his/her own voice, play it back and compare it to the teacher's voice. Numbers, colors and the alphabet can also be put on the cards. Short dialogues can be put on the cards, with each line on a separate card. The Language Master is very popular with low level students, because they can work at their own pace and the material is very simple.

Commercial books and tapes can be made available, not unlike a language lab. Students can work in small groups and listen to tapes, following along in books available to them. Some popular, easy to follow books are:

Beginning Level
From the Start
Taking Off
Moving On

Intermediate Level
Whaddaya Say?
Listen and Say It Right in English
Listening in the Real World
Improving Aural Comprehension
Missing Person

Advanced Level
Listening In and Speaking Out
Advanced Listening Comprehension

Short stories can be recorded on tape. A cloze activity, where words are systematically deleted from the story, can then be done by the students as they listen to the tape. Students can play the tape over as many times as they want to complete the exercise. They then correct their own papers with a laminated answer key.

Vocabulary Activities

Students can use flash cards and work in pairs to practice vocabulary development. On one side of the card is a picture, with the word on the other side. This also gives students learning strategies for use at home.

Opposites can be written on two sets of cards, color coding each set. Students can work in pairs or independently and match the words. An answer card should be included so that students can correct their work.

Matching activities can be used. Beginning level students can match the picture to the word or sentence. Higher level students can match words with their definitions.

Reading Activities

Reading passages that are of interest to the students can have words systematically deleted from them. Students read the passage, insert words which seem to fit, and check their work with an answer key. This encourages students to use context clues to derive meaning from text. This can also be done with *Jazz Chants.* Try deleting words that rhyme. Students can

then listen to the tape to check their work.

Stories can have sentences or paragraphs in the wrong order, cut into strips. Students must put the strips back in the proper order.

Using the picture sequences from *Action English Pictures*, write a sentence for each picture on a strip. Cut out the pictures and the students match the pictures to the sentences, then put the entire sequence in the proper order.

After reading a passage, multiple choice questions are given on index cards. A pencil sized hole is punched next to each possible answer. The student puts a pencil through a hole, turns over the card and the correct response is circled.

Reading passages can be given where the ending is not included. Students then must write their own ending to the story. One example of this is the classic "The Lady or the Tiger."

Help wanted ads are cut out of the newspaper, with questions about the ad written by the teacher. The same can be done with ads for housing rentals.

Writing Activities

Students can be given a dialogue with one speaker's portion deleted. Students then write that portion of the dialogue. Since this is an activity that cannot be self corrected, students can compare dialogues in pairs, or turn them in to the teacher for correction later.

Cartoons are given with the dialogue missing. Students write their own dialogue, then compare with the original. A good source of cartoons with no captions, based on real life activities is *Lexicarry*.

For preliteracy skills practice, include worksheets of letters which students can practice copying.

For letter-writing practice, folders of sample business and personal letters plus a set of index cards with instructions such as "Write a thank you letter to an American family for having you over for dinner last Saturday night" or "Write a letter to Acme Publishing Company requesting a copy of a book you would like to purchase." Students choose an index card and write a letter, using the sample letters a guidelines.

Sounds Intriguing is a small book and accompanying tape of short sound sequences. Students can listen to the sequence and write a story about what occurred. Later, the

sequences can be played to the entire class and the students can share their stories.

Grammar Activities

For practice with grammatical structures, fill-in-the-blank exercises can be taken from existing textbooks or developed by the teacher. Verb tenses, prepositions, question formation, adjective placement and modals lend themselves well to this type of activity. Be sure to include an answer key with these.

For word order practice, sentences or questions can be used with each word on a separate card. The cards are numbered on the back side. Students put the cards in order, and turn them over to correct their work. Each set of cards should be kept together in an envelope or with a rubber band.

DIALOGUE JOURNALS

What is a dialogue journal?
A dialogue journal is a conversation between a teacher and a student that is written and takes place regularly. It can be done in notebooks or with pieces of paper stapled together. The characteristics of a dialogue journal are:

- The writing has the qualities of a **good conversation**.
- The writing is **student-generated**.
- The writing is **continual**.
- The writing is **functional**; students request information, offer opinions, describe personal problems, apologize, complain, etc.

When and how is it used?
The teacher passes out the journals at the beginning of class and students write in them for about 15 minutes. The students are instructed to write on any topic they wish and the teacher will write back to them. No topics are assigned; the writing becomes student-centered and generated.

No corrections of spelling, grammar, etc. are done by the teacher. The teacher, however, can model correct structures, vocabulary, spelling, etc. and students seem to acquire and use them.

What are the benefits of dialogue journals?
There are **increased opportunities for communication** between students and teachers. They both get to know each other on a personal level. Some teachers say that this increases attendance.

Dialogue journals **work well in multilevel classes** because the teacher can gear his/her response to make it challenging for the student at an appropriate level.

Dialogue journals can assist in **class management**. When done at the beginning of class, students who come late don't miss out on a lesson, they just don't get to read and write in their journal. The teacher is freed up for 15 minutes to register new students and acquaint them with classroom routines, or to work on literacy with the nonliterate students.

The teacher also can gain information that will help in **lesson planning**. Common errors can be explained later in class. Interest in various topics can be used to plan future lessons. The journals provide a permanent, ongoing record of each student's progress that can be used as an **evaluation** tool.

Students have the opportunity to use **writing for genuine communication** and at the same time, they get experience **reading** something other than a textbook or worksheet.

Teachers report that they **never tire of reading and responding to dialogue journals**. While correcting papers may be a chore, this never becomes one. When students are asked what their favorite part of the class is, the majority respond that the journals are!

For further reading:

Peyton, Joy Kreeft and Reed, Leslee (1990). *Dialogue Journal Writing with Nonnative English Speakers: A Handbook for Teachers.* Alexandria: TESOL.

INFORMATION GAP ACTIVITIES

What is an information gap activity?

In an information gap activity students work in pairs to reinforce previously learned material. They do not have the same information. They must interact to acquire the information they don't have by asking questions. Because the information they don't have is needed to complete a task, they are motivated to communicate. They must use English to ask for clarification and repetition.

What level of students can do information gap activities?

All proficiency levels can do an information gap. For beginning level students, the gap is very small, requiring only one or two word responses. In higher levels, the gap requires a more complex response.

How is an information gap done?

An information gap is most commonly used to reinforce previously learned material. Adapting existing materials is a good way to create an information gap. The instructor can create two different versions of a worksheet, such as one which shows prices of clothing items. Other examples of information gaps are:

Students dictate scrambled words to each other and unscramble them together.

Students dictate lists of numbers, addresses, dates to each other.

Students describe the contents of a house, refrigerator, classroom, etc. to their partners.

Student tell time on a series of clocks while their partners draw hands on blank clocks.

Student describe building locations and write them on maps.

Student describe locations of states, cities, or weather reports to their partners.

What does the instructor do during an information gap?

The instructor should first present the language necessary for the task. Then he/she should model the task so that students know what is expected of them, and finally, monitor the students' use of English and provide feedback.

VOCABULARY BINGO

What is Vocabulary Bingo?

Vocabulary Bingo is excellent practice for reinforcement of previously learned words. It works well in a multilevel class because high level students can assist low level students with their Bingo grids. Students are focused on the game and everyone listens attentively.

How are the Bingo grids prepared?

The teacher makes a large Bingo grid (5 squares across, 5 squares down, FREE, in the middle) on a ditto master and runs off copies for each student in the class. From 25 to 40 vocabulary items that have already been learned in class are chosen. It is best to keep these items within one theme, such as food or housing. Each word is written on a separate piece of paper and put into an envelope. In class, write all of these words on the board. The students fill up their grid by placing one word in each square **in random order.** In this way, the teacher does a minimal amount of preparation for the game.

How is Vocabulary Bingo played?

The teacher should first explain to the students how the game is played. Vocabulary words such as horizontal, vertical and diagonal can be taught when explaining how one wins at Bingo. Students need to be taught to say "**BINGO**" when they have won. Phrases such as "Do you have it?" "No, you don't," "Yes, you do," "There it is," "I can see it" can also be taught. The higher level students can use these phrases as they assist the lower level students.

As the teacher calls the words, the students cross out the words on their paper, or small pieces of paper can be used as Bingo tokens and the grids can be used again.

When calling the words, the teacher can hold up pictures of the vocabulary items as an aid for students with low levels of literacy. The teacher should circulate among the students and aid those who are having trouble. These students can be shown the slip of paper which has just been called, so they can compare it with the words on their grid.

After Bingo has been called, the teacher can add to the English practice by say "Who has Bingo?" The students respond "He/She does" or "I do." "Congratulations" is a useful

phrase for the class to then practice.

Prizes may be given or not, depending on the teacher. Penny candy, pencils, or stickers are inexpensive prizes. If prizes are given, further practice with pronouns can be done. "Is this his/her/your prize?" "Whose prize is this?" "It's mine/his/hers."

Adapted from:

Winn-Bell Olsen, Judy (1977) *Communication Starters and Other Activities for the ESL Classroom*. Englewood Cliffs, NJ: Prentice Hall Regents.

MULTILEVEL ESL CURRICULUM MODULES

PERSONAL INFORMATION
OBJECTIVES

Upon completion of this unit the **beginning level** student will be able to:

identify self (name, birthdate, place of birth, address, social security number, age, marital status, occupation)
spell their name
identify names of immediate family members
respond to questions about his/her family
respond to "How are you?"
express emotions
fill out a simple application form

intermediate/advanced level students will be able to:

tell what their family members like to do
use the verb "to be" in the present tense
use the possessive noun form - 's - with family members
Mike is Susie's cousin.
respond to the question "How are you?" with an emotion and tell why they feel that way
use adverbs of frequency when discussing emotions
I am never angry.
sometimes
always
use the past tense when describing another person
Where did he live?
What was his occupation?

SOLOS

1. Choose a picture of a person from an envelope. Write a description of that person using personal information.
2. Fill out blank application forms that are available in a folder.
3. Listen to the tape of "My Father Has a Sister" from *Tune in to English*. Fill out the crossword puzzle that is included in the book.

Topic: PERSONAL INFORMATION: The Family Day 1

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Show photos of the teacher's family.

Make a "live" family tree. Write names of family members on small cards - father, mother, son, daughter-in-law, husband, wife, etc. Each student is a different member of the family. Tape the cards on each student as they are added to the tree and as their roles change in the family. For example: Jose is married to Maria. They have the words "husband" and "wife" on them. When they have a child, they also get the words "father" and "mother." Jose's father has the labels "father" and also "father-in-law" and "grandfather." You can get as complicated with this as you want.</td></tr>
<tr><td>Instructor works with students.

Introduce names of family members and draw a family tree, using the "live" family tree from above.</td><td>Students work individually, in pairs or small groups.

Complete the Family Jigsaw.
(See attached sheets.)</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Students ask and answer questions about the people depicted in the family tree from above. If able, they can write simple sentences explaining the family relationships.</td><td>Instructor works with students.

Teach the possessive noun form - 's.
Ex. "Mike is Susie's cousin."</td></tr>
<tr><td colspan="2">Whole Group Activity
Sing "My Father Has a Sister" from Tune In To English, p. 10.</td></tr>
</table>

FAMILY TREE JIGSAW

A jigsaw is a learning activity in which students are dependent upon each other for information which enables them to solve a problem or complete a learning task. It is designed to encourage interaction between students and promote peer teaching. The focus of this jigsaw is on the vocabulary and possessive form used in discussing family relationships.

First, pre-teach the vocabulary, e.g. father-in-law, wife, etc. Also, consider discussing which of the proper names used are male and which are female. Depending on the number of students in the class, this activity can be done with one group or in several small groups. Both the "Family Tree" page and the "Mike's Family" page can be shared by the group; or these can be filled out by each student. Cut the clues on the next page into separate strips and divide them among the students. No student should have more than three clues. It's best if the clues are committed to memory and the slip of paper is returned to the teacher before interaction begins. Students must work together, sharing the information, in order to provide the correct name for each family member pictured. Then, students can complete "Mike's Family" page.

Thanks to Marilyn Prothero, Chemeketa Community College, Salem, Oregon.

FAMILY TREE JIGSAW CLUES

Tom is Susan's father-in-law.

Christine is Tom's wife.

Mike is Mary's brother.

John is Helen's uncle.

George is Susan's father.

Susan married John.

Anna married George.

Mark is Susan's nephew.

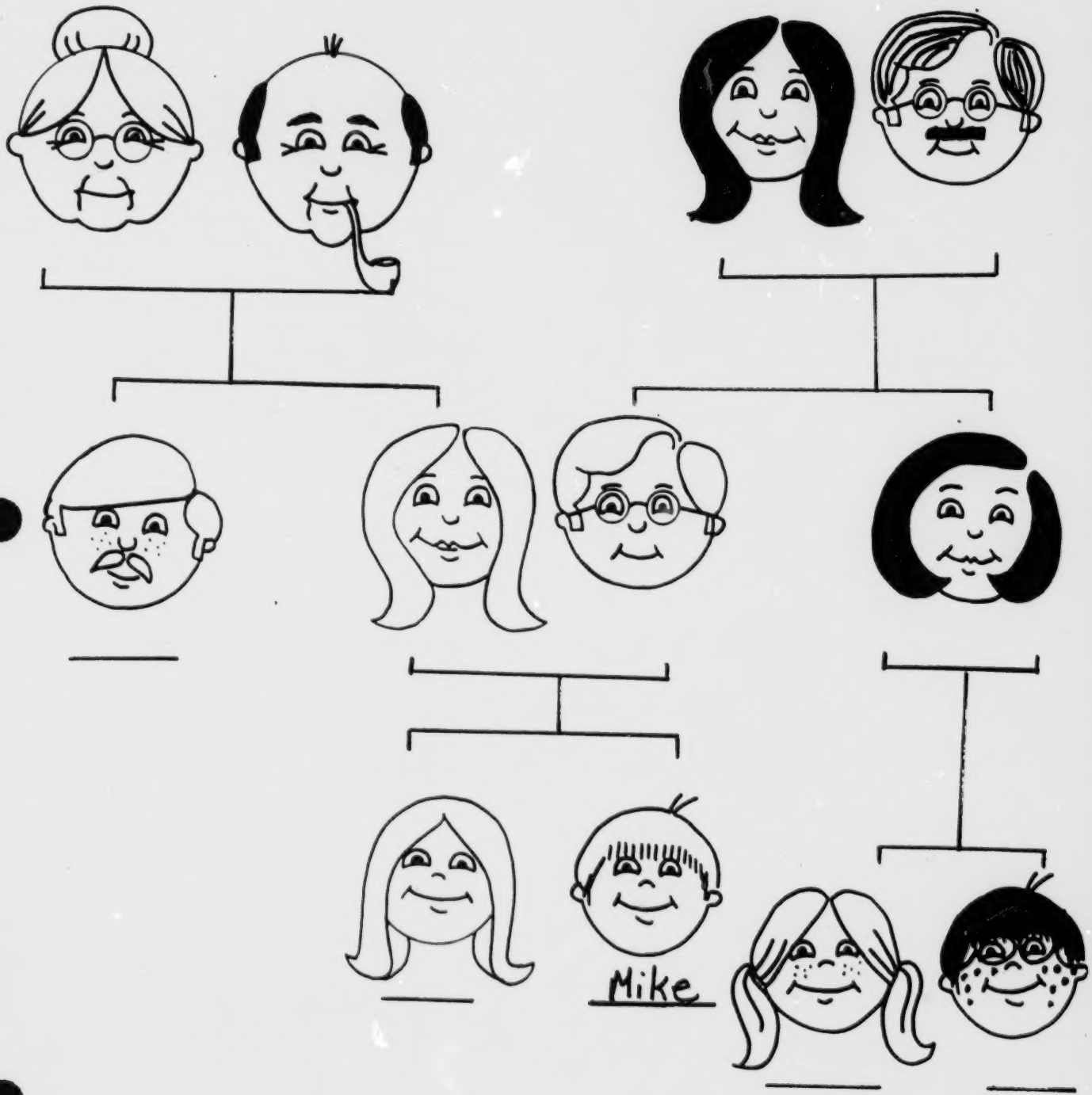
Mike is Susan's son.

Sam and John are brothers.

Carol is Helen's mother.

Mike is Helen's cousin.

FAMILY TREE



MIKE'S FAMILY

Who is John's father?

Who is Mike's grandmother?

Who is Mike's grandfather?

Who is Mike's father?

Who is Mike's mother?

Who is Mike's aunt?

Who is Mike's sister?

Who is Mike's uncle?

Who is Mike's cousin?

Topic: PERSONAL INFORMATION: The Family Day 2

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Read the children's book Are You My Mother? by P. D. Eastman or Whose Mouse Are You? by Robert Kraus.</td></tr>
<tr><td>Instructor works with students.

Using A Conversation Book 1, p. 28 and 29, discuss family members and a family tree. Go over questions such as "How many brothers do you have?" "What is your son's name?" etc.</td><td>Students work individually, in pairs or small groups.

Make a book of "My Family".
Each page will have a drawing of a family member. Students write about their family using the sentence frame
"This is my (mother). He/She likes to (dance)."</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Make a book of "My Family". Draw a family member on each page. Write who each family member is.
Ex: "This is my mother."</td><td>Instructor works with students.

Review present tense of the verb "to be".
Do Side by Side, p. 32, "My Favorite Photographs".</td></tr>
<tr><td colspan="2">Whole Group Activity
"Do You Have Any Brothers?" from Beats, p. 28.
Students share their books with each other.</td></tr>
</table>

Topic: PERSONAL INFORMATION: Emotions Day 3

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals
Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Use flash cards with emotions on each. Ask the students, "How are you?" The more advanced students can answer why they feel that way and the beginning students can just read the card you hold up.</td></tr>
<tr><td>Instructor works with students.

Using Basic Vocabulary Builder #29, teach emotion words to match the pictures.</td><td>Students work individually, in pairs or small groups.

Make a book of emotions.
(See instructions for beginner group.)
Instead of just labeling the picture, have students write, "I feel (angry)
when I (fight with someone).</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Make a book of emotions. Each page will have a drawing of an emotion or an activity that produces a certain emotion. For example, a picture of two people fighting can be labeled as "angry". A person sleeping can be labeled, "tired".</td><td>Instructor works with students.

Discuss frequency adverbs.
"Are you tired?" " No, but sometimes
I am tired."
"Are you angry?" "No, I am never angry."
etc.</td></tr>
<tr><td colspan="2">Whole Group Activity
"How's Jack?" from Small Talk, p. 2.
Students share emotion books with each other.</td></tr>
</table>

Topic: PERSONAL INFORMATION: Introductions Day 4

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"Two to Get Started" from Beats, p. 6.</td></tr>
<tr><td>Instructor works with students.

Using English for Adult Competency: Book 1, p. 8, help the students form questions regarding the personal information shown in each picture.</td><td>Students work individually, in pairs or small groups.

Students work in pairs and do "Interviews Around the World" from Side by Side, p. 52. Pairs then interview each other for the same information.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Students ask each other the questions from the exercise above. They should circulate and speak with at least two other students.</td><td>Instructor works with students.

Teach phrases used in introductions. Pairs then introduce each other to the group.</td></tr>
<tr><td colspan="2">Whole Group Activity
Conversation matrix "Personal Information" (see attached sheet).
and/or
sing "I'm Glad to Meet You" from Tune In To English, p. 1.</td></tr>
</table>

CONVERSATION MATRIX: PERSONAL INFORMATION

Fill in the first column for yourself. Fill in the next two columns for two classmates.

Where are you from?			
What language do you speak?			
Where do you live?			
What do you do everyday?			

Topic: PERSONAL INFORMATION: Application Forms Day 5

Beginning Level	Intermediate/Advanced Level
Individual Work - Dialogue Journals Instructor works with nonliterates on literacy.	
Whole Group Activity Do a "Find Someone Who..." exercise. (See attached for sample.) Sing the ABC song.	
Instructor works with students. Using *English for Adult Competency, Book 1*, p. 9, or any simplified application form, teach the vocabulary and students fill out the forms. Students practice telling each other how to spell their names.	Students work individually, in pairs or small groups. Students fill out an application form for themselves and for one other student. They have to ask the student questions in order to fill out the form. Ex. "What's your name? How do you spell it?" etc.
Students work individually, in pairs or small groups. Students ask each other questions in order to fill out an application form for that other person.	Instructor works with students. Using the application forms, practice forming past tense questions. "Where did he live?" "What was his occupation?" "What was his phone number?" etc.
Whole Group Activity Students find a picture of a person in a magazine. Cut out that person and tell the group about him/her. Using the personal information questions that have been practiced, students ask about each others' pictures.	

FIND SOMEONE WHO...

1. was born in June. _____
2. has a driver's license. _____
3. wears glasses. _____
3. has brown eyes. _____
4. has two brothers. _____
5. has three children. _____
6. is single. _____
7. is tired today. _____
8. has a cat. _____
9. is married. _____
10. wears contact lenses. _____

TIME/CALENDAR/WEATHER
OBJECTIVES

Upon completion of this unit, the **beginning** level student will be able to:

identify the days of the week and months of the year
use time expressions with the calendar
identify the four seasons and the weather associated with them
identify the holidays which occur in each season
use clock time expressions
ask for the time
respond to the question "What time is it?"

the **intermediate/advanced** level student will be able to:

use ordinal numbers with the calendar
tell at what time he/she does daily activities
make appointments for various social activities
identify weather terminology used in weather forecasts
describe activities which occur in each season using the future tense

SOLOS

1. Provide situational cards with time "puzzles" written on them. (See example.)

2. Using a weather map from a newspaper, students identify forecasts of various cities.

3. Match clocks to written times.

CLOCK PUZZLES

1. Frank gets up at six o'clock. He jumps into his running shorts and shoes and goes jogging for twenty minutes. It takes him ten minutes to shower. He has a cup of coffee for breakfast. He can make the coffee in a quarter of an hour. It usually takes Frank five minutes to iron his shirt and pants and another ten to get dressed. He can drive to work in a half-hour if there are no traffic jams. What time does Frank start work in the morning?

2. Linda works from 8:00 a.m. to 5:00 p.m. everyday. She gets one hour for lunch. Today, she had a doctor's appointment at 2:30 p.m. She left work at two o'clock and returned from her appointment at four o'clock. How many hours did Linda work?

3. Pat has to figure out her time card today. She doesn't have set hours at work (flextime) but she has a full-time job and over-time is paid time and a half. On Monday she was at work from 10:30 a.m. to 7:00 p.m. On Tuesday she worked from 9:00 a.m. to 4:00 p.m. On Wednesday she had to go in early, at 6:30, and she left at 5:00 p.m. Thursday was a short day for her, she worked from 10:00 a.m. to 2:00 p.m., and on Friday she worked from 8:00 a.m. to 6:00 p.m. On Saturday she went to work for two hours in the morning. How many hours over-time does she get this week?

Topic: CALENDAR/TIME/WEATHER Day 1

Beginning Level	Intermediate/Advanced Level
Individual Work - Dialogue Journals Instructor works with nonliterates on literacy.	
Whole Group Activity *Jazz Chants*, p. 75 "Wake Up! Wake Up!"	
Instructor works with students. Teach numbers 1 to 60. Practice answering "What time is it?" by using a big clock in front of the class. Two students can have a short dialogue in front of the class asking and answering the question.	Students work individually, in pairs or small groups. Students complete a "Time Teaser". See sample included.
Students work in pairs or small groups. Students complete an information gap of clock times. *Basic Vocabulary Builder* #14 is one resource for this.	Instructor works with students. Discuss what time various daily activities take place. "What time do you eat breakfast?" "What time do you take a shower?" etc. Teach ways to ask for the time. "Excuse me, what time is it?" "Do you have the time?" "Do you know what time it is?" etc. For an application of this, students must ask five native English speakers the time before the next class and record their responses.
Whole Group Activity Hand out a sheet of blank clocks. Students pair up across ability groups, and tell each other times to draw on their clocks.	

TIME TEASERS

Match the correct times.

_____ 9:05	A. twenty minutes past three
_____ 7:45	B. thirty minutes past one
_____ 6:25	C. twenty minutes before six
_____ 4:50	D. five minutes before eleven
_____ 3:20	E. fifteen minutes before eight
_____ 5:40	F. twenty-five minutes before three
_____ 10:55	G. twenty-five minutes after six
_____ 2:35	H. ten minutes before five
_____ 8:15	I. fifteen minutes after eight
_____ 1:30	J. five minutes after nine

Match to show how many minutes have passed in each time block.

_____ 2:25 to 3:25	A. forty-five minutes
_____ 5:05 to 6:00	B. twenty minutes
_____ 8:00 to 8:20	C. thirty-five minutes
_____ 6:10 to 6:50	D. fifty-five minutes
_____ 10:30 to 11:05	E. sixty minutes
_____ 12:45 to 1:30	F. forty minutes

Topic: CALENDAR/TIME/WEATHER Day 2

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals
Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"Days of the Week" song, sung to the tune of "Frere Jacques"
There are seven, there are seven
days of the week, days of the week.
Sunday, Monday, Tuesday,
Wednesday, Thursday, Friday,
Saturday, Saturday.</td></tr>
<tr><td>Instructor works with students.

Teach days of the week with time expressions of today, yesterday and tomorrow.</td><td>Students work individually, in pairs or small groups.

Give students situational cards that reflect making an appointment or arrangements to meet another person. They have to create a dialogue for that situation.
Ex: Arrange to go out to dinner with a friend, make a doctor's appointment, arrange to play soccer with a group of friends, etc.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Have the students fill in the numbers on a blank calendar grid to match the current month. Then they can ask each other questions about the days.
"What day of the week is the 22nd?"
This exercise practices numbers and days of the week.</td><td>Instructor works with students.

Teach the use of ordinal numbers with the calendar. Students fill in on a calendar activities which they will do on that day. Encourage students to use their imagination. Then they ask each other questions about what they're going to do on certain dates.
Ex. "What are you going to do on Tuesday, the eighth?"<br>"I'm going to go skydiving."</td></tr>
<tr><td colspan="2">Whole Group Activity
Small Talk, p. 76-77, "Let's Make a Date" or "How About Nine?"</td></tr>
</table>

Topic: CALENDAR/TIME/WEATHER Day 3

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"It's a Nice Day Today, Isn't It?" from Small Talk, p. 55.</td></tr>
<tr><td>Instructor works with students.

Teach months and seasons.

Guessing Game - "When is your birthday?"

Students ask yes/no questions to try to guess another's birthday. Ex. Is it in December?</td><td>Students work individually, in pairs or small groups.

Choose two of the following: "A Rainy Day," "A Beautiful Day," "A Windy Day," "A Snowy Day," "A Foggy Day," and "A Sunny Day," from Action English Pictures, p. 103-109. Students are given one sequence each. They write sentences for each picture in the sequence, then exchange pictures and sentences with other students and each tries to match the sentences to the pictures.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Conversation matrix: Months and Seasons
See attached.</td><td>Instructor works with students.

Concentrating on the future tense, discuss activities appropriate for each season.
"In the winter, I'm going to go skiing."
"In the summer, I will learn to swim."</td></tr>
<tr><td colspan="2">Whole Group Activity
The sequences from Action English Pictures used with the intermediate/advanced group are presented. Pair up beginners with more advanced students. Then instructor reads a sentence and students tell which picture it is.</td></tr>
</table>

CONVERSATION MATRIX: MONTHS AND SEASONS

Fill in the first column for yourself. The fill in the next two columns for two classmates.

Name

When is your birthday?			
What is your favorite season?			
What month did you come to the United States?			

Topic: CALENDAR/TIME/WEATHER Day 4

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"Snow is Hot" from Jazz Chants for Children, p. 79.</td></tr>
<tr><td>Instructor works with students.

Teach weather words. Use Basic Vocabulary Builder, p. 27 or other weather visuals.</td><td>Students work individually, in pairs or small groups.

Conversation Matrix: What is your favorite? (See attached.)</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Make a weather book. Cut out examples of different kinds of weather from magazines. Glue pictures on to paper, label the pages to describe the type of weather shown.</td><td>Instructor works with students.

Go over vocabulary often heard in weather reports.
Play a tape of a weather report that the instructor taped at an earlier time.
Ask questions about the broadcast or write up a cloze activity for the students to complete.</td></tr>
<tr><td colspan="2">Whole Group Activity
"I Walked in the Rain" from Beats, p. 54.</td></tr>
</table>

CONVERSATION MATRIX: WHAT IS YOUR FAVORITE?

Fill in the first column for yourself. Then fill in the next two columns for two classmates.

Name

What is your favorite season? Why?			
What is your favorite day of the week? Why?			
What is your favorite weather? Why?			
What is your favorite holiday? Why?			

CLOTHING
OBJECTIVES

Upon completion of this unit, the **beginning** level student will be able to:

identify articles of clothing
identify colors with clothing
use the present tense of "to be" in the questions
    How much is the shirt?
    How much are the pants?
communicate basic needs to a salesperson in a clothing store
describe articles of clothing

the **intermediate/advanced student will be able to:**

communicate needs to a salesperson in a clothing store
use adverbs of frequency
describe articles of clothing using proper adjective placement
interpret clothing labels in order to follow care instructions

SOLOS

1. Match clothing pictures with their word names.
2. Students write descriptions of clothing from magazine pictures.

Topic: CLOTHING/SHOPPING Day 1

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"My Feet Hurt" from Jazz Chants, p. 67.</td></tr>
<tr><td>Instructor works with students.

Using Basic Vocabulary Builder #2, identify articles of clothing.
Teach singular and plural form of "to be".
Teach color words.</td><td>Students work individually, in pairs or small groups.

Students pair up and practice conversations from Side By Side, p. 45.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Students color the 16 pictures of clothing from above then ask each other, "What color are/is your (shoes, pants, shirt, etc.)?</td><td>Instructor works with students.

Teach vocabulary for exchanging and returning clothes.
Practice conversations in which one student is the customer and the other is the sales clerk.</td></tr>
<tr><td colspan="2">Whole Group Activity
Line drill - "What are you wearing?"<br>"I'm wearing _____."</td></tr>
</table>

Topic: CLOTHING/SHOPPING Day 2

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"A Clothing Sale" from Look Again Pictures, #3.
In pairs, students find eight differences in the pictures.</td></tr>
<tr><td>Instructor works with students.

Brainstorm clothes worn in each season. Review is/are usage. Practice sentences like "Pants are worn in the winter. A bathing suit is worn in the summer." Practice "How much are your pants?"<br>"How much is your shirt?"
etc.</td><td>Students work individually, in pairs or small groups.

In pairs, write a conversation in a store. Teacher hands out situational cards and students write dialogue to explain that situation. Ex. One student wants to return a sweater because it is the wrong size.</td></tr>
<tr><td>Students work in pairs.

Use information gap exercise from English for Adult Competency: Book 1, p. 115. Pairs ask each other "How much is the shirt?" "Cash or charge?"</td><td>Instructor works with students.

Using Look Again Pictures, p.16, teach frequency adverbs.</td></tr>
<tr><td colspan="2">Whole Group Activity
Pick a student's name from a hat. Draw that student.
Write a brief description of the clothing and everyone tries to guess whom the picture depicts.</td></tr>
</table>

Topic: CLOTHING/SHOPPING Day 3

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals
Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"You Look Wonderful Today," and "That's a Nice Sweater"
from Small Talk, p. 17</td></tr>
<tr><td>Instructor works with students.

Using Side by Side, p.45, practice conversations in a store and review the usage of colors before the noun.</td><td>Students work in small groups.

Each student gets a picture or pictures from "Shopping for a Coat" from Action English Pictures, p. 54. They write a sentence for that picture and everyone tries to guess which picture goes with that sentence.</td></tr>
<tr><td>Students work in pairs.

Information gap - students dictate scrambled clothing words to each other. Then, they unscramble the words together. After the lists are unscrambled, they find pictures of those clothing words in magazines and glue them onto paper in categories for "women," "men," and "children."</td><td>Instructor works with students.

Teach vocabulary from clothing labels. Use English for Adult Competency, Book 1, page 118-119.</td></tr>
<tr><td colspan="2">Whole Group Activity
Practice giving compliments on clothes.
Do a line drill practicing compliments on clothes. Example:
"That's a beautiful blouse."
"Thank you very much."</td></tr>
</table>

Topic: CLOTHING/SHOPPING Day 4

Beginning Level	Intermediate/Advanced Level
Individual Work - Dialogue Journals Instructor works with nonliterates on literacy.	
Whole Group Activity Sing "I'm Looking for a Raincoat" from *Tune In to English*, p. 46.	
Instructor works with students. Help students write a conversation in a store. Practice using different clothing items and different requests. (For example, buy a yellow shirt, size large.)	Students work individually, in pairs or small groups. Students are given a certain amount of money and a situation for which they must buy clothes, such as a job interview or a camping trip. Using a department store catalogue or flyer, they must choose clothing for their situation and within their budget.
Students work individually, in pairs or small groups. Students are given situation cards that deal with shopping situations and they must write a conversation following the model established above.	Instructor works with students. Pair students and have them read the clothing labels on each other's shirts. They have to write down the information and then discuss the washing instructions based on the information gathered.
Whole Group Activity Students cut and glue clothing pictures from magazines. After writing descriptions of their pictures, the pictures are numbered and displayed on the walls or blackboard. Students read their descriptions and everybody tries to match the description to the picture. See *Drawing Out*, p. 118-119, for a more detailed description of this activity.	

COMMUNITY SITES/TRANSPORTATION
OBJECTIVES

Upon completion of this unit, the **beginning** level student will be able to:

name sites in the community
use prepositions of place with community sites
give and respond to simple directions
identify types of transportation
interpret road signs

the **intermediate/advanced** student will be able to:

use the present tense to describe actions which occur at community sites
use the present perfect tense to talk about experiences in the community
give and respond to directions using a map
identify the parts of the car
read the classified ads to find an automobile for sale
communicate with a police officer about common traffic offenses

SOLOS

1. From *Lexicarry*, p. 43, "Driving a Car," have students write sentences for each action.

2. From *Action English Pictures*, p. 63, "A Rough Bus Ride," students put the pictures in sequence and/or match the phrase to the picture.

3. Students list their criteria for a new car (price, features, year, model, etc.). Bring in the classified ads and they must find a car that fits that criteria.

Topic: COMMUNITY SITES/TRANSPORTATION Day 1

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals
Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Brainstorm a list of places in a city. Write the places on the board. This can also be done as a game. Divide the class into two groups of cross abilities. Given a certain amount of time, each group tries to list as many places in the community as possible.</td></tr>
<tr><td>Instructor works with students.

Teach prepositions of place (next to, between, across from, behind, etc.). Practice these phrases with real objects the students can manipulate. First, the instructor gives directions, students respond. Then students give directions to other students.</td><td>Students work individually, in pairs or small groups.

Students must make a list of at least three activities that take place in each city location that was listed above. For example: In a library you read books, find information, study English. In a hospital you have an operation, get medicine, talk to nurses and doctors.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Bring in empty cereal and cracker boxes. Students cover them with construction paper and make city buildings to be used later on Day 4. Buildings are decorated and labeled.</td><td>Instructor works with students.

Teach present perfect vs. past tense with community sites.
Example:
Have you ever been in a library?
Yes, I have.
What did you do there?
I read some books.</td></tr>
<tr><td colspan="2">Whole Group Activity
Fold an 8 1/2" x 11" paper into 16 squares. Dictate community sites and students write one site in each square. Ask, "Where's the library?"
They answer, "It's next to the bank." or "It's between the gas station and the movie theater."</td></tr>
</table>

Topic: COMMUNITY SITES/TRANSPORTATION Day 2

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"Walk Two Blocks" from Small Talk, p. 61.</td></tr>
<tr><td>Instructor works with students.

Side by Side, p. 36. Students practice prepositions of place in the context of giving directions on the street.</td><td>Students work individually, in pairs or small groups.

In pairs, students use maps A and B, (see sample) to practice giving directions.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Continue in pairs with Side by Side, p. 37.</td><td>Instructor works with students.

Go over a sample conversation for asking for directions.
Use English for Adult Competency, Book 2 p. 76-78 for examples.
Students write their own conversations.</td></tr>
<tr><td colspan="2">Whole Group Activity
Give students a simple map. Students listen to your instructions and label the map with the appropriate buildings at the designated locations on their maps. Pair up advanced students with beginners so the beginners can copy what the advanced are doing.</td></tr>
</table>

Topic: COMMUNITY SITES/TRANSPORTATION Day 3

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"Downtown Bus" from Small Talk, p. 60.</td></tr>
<tr><td>Instructor works with students.

Identify types of transportation. Basic Vocabulary Builder, #19 is a good resource for pictures.

Teach comparatives. Ask comparison questions such as, "Which is faster?", "Which is cheaper?", etc.</td><td>Students work individually, in pairs or small groups.

Identify parts of a car. Make an information gap activity out of p. 75 of English for Adult Competency, Book 1.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Create an information gap activity with scrambled words of types of transportation. Students dictate the letters to each other and then unscramble the words.</td><td>Instructor works with students.

Discuss buying a car in the U.S. Go over vocabulary often found in classified ads for cars. Hand out pre-selected car ads from the local newspaper. Have students find a car they'd like to buy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Hand out nine squares of paper to everyone. Have them quickly draw a type of vehicle on each square. Instructor calls out directions for placing the squares next to or on top of or below other squares. Students can then give each other similar directions. Adapted from Drawing Out, p. 119.</td></tr>
</table>

Topic: COMMUNITY SITES/TRANSPORTATION Day 4

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Make a model city. Use butcher paper, tape, and the cereal boxes that were made on Day 1. Draw streets and label them. Have students place the "buildings" on different streets. Then they can ask each other for directions to various locations.</td></tr>
<tr><td>Instructor works with students.

Teach the meanings of common road signs. Use English for Adult Competency, Book 1, p. 76.</td><td>Students work individually, in pairs or small groups.

Give situation cards to pairs of students. Each situation should reflect a traffic infraction (speeding, drunk driving, running a stop sign, not wearing seatbelts).
Students write dialogues between a police officer and a driver being pulled over for these offenses.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Cut up the cartoon on p. 21 of Comics and Conversation. Write captions for each picture and mix up the pictures and words. Students put the cartoon in sequence.</td><td>Students work in pairs.

Using the same cartoon as the beginning level, student A has the cartoon intact, student B has the cartoon cut up into unnumbered squares. Student A describes the pictures for Student B to correctly identify and place in the correct sequence.</td></tr>
<tr><td colspan="2">Whole Group Activity
Intermediate/advanced students perform the dialogues created above for the class, and/or play vocabulary BINGO with transportation and community sites words.</td></tr>
</table>

EMPLOYMENT
OBJECTIVES

Upon completion of this unit, the **beginning** level student will be able to:

identify common occupations and the duties related to those occupations
tell about his/her native country occupation
fill out a simple job application
describe the skills that they can and cannot do
ask for clarification and repetition

the **intermediate/advanced** level student will be able to:

tell about his/her native country occupation
read help wanted ads
respond to questions at a job interview
ask for clarification and repetition

SOLOS

1. Match occupation names with corresponding pictures.

2. Fill out job application forms.

Topic: EMPLOYMENT - Day 1

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Line Drill: "What's your occupation?"
Students answer based on what they do for work.</td></tr>
<tr><td>Instructor works with students.

Teach names of occupations. Basic Vocabulary Builder, #23, is one resource for pictures.</td><td>Students work individually.

Students write a description of their job or the job they want to have.</td></tr>
<tr><td>Students work individually or in pairs.

Draw a picture of yourself at work in your native country. Write:
In my native country I was a (farmer, student, housewife, engineer, etc.)</td><td>Instructor works with students.

Teacher reads job descriptions and students guess who has or wants that job.
Teach vocabulary for help wanted ads. Either use English for Adult Competency, Book 1, p. 126 or cut up parts of the local newspaper's classified ads. Students look through the ads and find a job they'd like to apply for.</td></tr>
<tr><td colspan="2">Whole Group Activity
Find someone who...
Supply statements about the students' work.
(See sample)</td></tr>
</table>

FIND SOMEONE WHO...

1. works in a restaurant. _____
2. is a janitor. _____
3. works five days a week. _____
4. is a student. _____
5. likes their job._____
6. is an engineer. _____
7. is a housewife. _____
8. goes to work on Saturdays. _____
9. starts work at 7:00 AM. _____
10. brings lunch to work. _____
11. takes the bus to work. _____
12. drives a car to work. _____
13. works in a big company. _____
14. was a waiter in his/her country. _____
15. works six days a week. _____

Topic: Employment Day 2

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Using cross-ability pairs, students ask each other "Who is he?" while pointing to different occupations. Basic Vocabulary Builder, #23, is one resource for occupation pictures.</td></tr>
<tr><td>Instructor works with students.

Teach verbs associated with each occupation. "A teacher can teach."
"A plumber can fix faucets."
"A policeman can stop cars." etc.</td><td>Students work in pairs or small groups, and brainstorm a list of three activities each occupation can do. For example:
1. stop cars
2. give tickets
3. arrest criminals
Students try to guess what that occupation is.
"What is a policeman?"</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Give students a blank piece of paper.
On one side they draw and label things they <u>can</u> do. On the other side, they draw things they <u>can't</u> do.</td><td>Instructor works with students.

Go over the above lists with the students. Change the lists to past tense and the first person. This is good practice for job interviews.
"When I was a cashier, I counted money, gave change and cashed checks."</td></tr>
<tr><td colspan="2">Whole Group Activity
Occupations Circulation
Beginners have the name of an occupation. More advanced students get a sentence that might be heard in different occupations. The students circulate around the room matching the occupation with the appropriate phrase. (See attached.)</td></tr>
</table>

OCCUPATIONS CIRCULATION

Directions: Each student is given either a name of an occupation or the phrase heard by that worker. They must circulate and form matching pairs.

1. Two hamburgers, hold the onion.
2. Take me to Main and Broadway.
3. I want to place a collect call.
4. Hurry, there is a fire in my kitchen!
5. My car broke down last night.
6. Type this letter. It has to be out today.
7. Someone stole my wallet.
8. There's broken glass in the hall.
9. My son has a high fever, what should I do?
10. What type of metal are you welding?
11. Nail that wood.
12. Connect the wire to the receptacle.
13. Salute all officers.
14. I'll have the steak dinner.
15. Is this wall ready to be painted?

Telephone operator

Doctor

Welder

Police Officer

Carpenter

Waiter

Nurse

Painter

Electrician

Secretary

Janitor

Fire fighter

Cook

Sailor

Taxi Driver

Topic: EMPLOYMENT Day 3

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals
Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Put occupation names in a hat. Everyone draws one name.
One at a time, students pantomime that occupation while everyone else guesses the occupation.
Or, do "Paint Job" from Beats, p. 68.</td></tr>
<tr><td>Instructor works with students.

Go over job application vocabulary. Use the sample application form in English for Adult Competency, Book 1, p. 136.</td><td>Students work individually, in pairs or small groups.

Students fill out a sample job application form. Use the one in English for Adult Competency, Book 1, p. 136, or another sample depending on student's level.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Provide students with another application form that they can fill out individually. Encourage them to help each other with questions.</td><td>Instructor works with students.

Discuss job interviews.
Practice sample questions commonly asked at interviews:
"How long have you done this type of work?"<br>"What's your work experience?"</td></tr>
<tr><td colspan="2">Whole Group Activity
Using like-ability pairs, do an information gap of a job application. Use a simpler application for beginning students.</td></tr>
</table>

Topic: EMPLOYMENT Day 4

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals
Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Circulation activity in which the students match an occupation with the place of employment.</td></tr>
<tr><td>Instructor works with students.

Using English For Adult Competency, Book 1, p. 131, discuss do's and don'ts of interviewing. Write on the board simple sentences for the picture provided. Make a list of simple interview questions and possible answers.</td><td>Students work individually, in pairs or small groups.

In pairs, write a role play dialogue of a job interview. The instructor can provide the situations or the students can come up with job interviews in which they'd like to participate.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Students interview each other using the questions formulated above.</td><td>Instructor works with students.

Discuss do's and don'ts of job interviewing. Use the picture from English for Adult Competency, Book 1, p. 131. Use opposites to discuss the picture.
considerate - inconsiderate
professional - unprofessional
loud - quiet
etc.</td></tr>
<tr><td colspan="2">Whole Group Activity
"Stop the Teacher" activity
(See attached.)</td></tr>
</table>

STOP THE TEACHER

Objective
The objective of this activity is to get students to ask for clarification and repetition.

Introduction of Activity
The teacher presents common phrases used for clarification and repetition. Phrases that are at the beginning and intermediate/advanced level should be used, such as

Pardon me?
Can you repeat what you said?
Please repeat that.
I didn't understand what you said.
What?
etc.

Implementation of the Activity
Students are given a blank piece of paper and the teacher gives them tasks to perform on that paper. The tasks are at first easy, and then become more difficult. Examples:

Write your first name in the middle of the paper.
Put your social security number above your name.
Write your phone number in the upper right-hand corner.
In the lower left-hand corner, write your mother's first name.
Write your address below your phone number.

The teacher says these phrases very quickly. Students must ask for clarification or repetition in order to perform the activity. The teacher can model the activity by using an overhead projector or the blackboard. As each student stops the teacher, he/she moves to the back of the classroom and must not say ask any more questions. In this way, all of the students in the class must stop the teacher once. It is important to keep this activity fun and have lots of laughter going on! This activity works because all of the students must stop the teacher at least once.

Thanks to Mary McSwain, VIA-USA, Vancouver, Washington

FOOD
OBJECTIVES

Upon completion of this unit, the **beginning** level student will be able to:

identify basic food items
classify food items into food groups
interpret grocery advertisements
identify the three daily meals and list what is eaten at each meal
identify likes and dislikes of food
ask and respond to the questions "How many pounds of _____ are you buying?"

the **intermediate/advanced** level student will be able to:

classify food items into food groups
use the irregular past tense of verbs used with food preparation and shopping
form past tense questions with the above verbs
use "how many" and "how much" with count and noncount nouns
ask for food in specific quantities (box of cookies, carton of milk, etc.)
interpret grocery ads
order food in a restaurant

SOLOS

1. Match pictures of food to their names.

2. Sort pictures of food into food groups. (Have the correct food group written on the back of the pictures for self-correction.

3. Advanced students can write the dialogue that is taking place in the cartoon on page 20 of *Comics and Conversation*. Beginners can put the cartoon in the correct sequence.

4. Match sentences with the appropriate pictures in *Action English Pictures*, "Breakfast Cereal", "A Piece of Toast", "Scrambled Eggs," and "Soup for Lunch". Type up sentence strips that can accompany these picture stories. More advanced students can manipulate the tenses of these strips.

5. Given a certain amount of money, students decide what they are going to order from a restaurant menu. More advanced students can write a dialogue between the waiter and themselves.

Topic: FOOD Day 1

Beginning Level	Intermediate/Advanced Level
Individual Work - Dialogue Journals Instructor works with nonliterates on literacy.	
Whole Group Activity "Chicken Soup" from *Small Talk*, p. 4. Brainstorm list of fruits and vegetables. This can be done as a whole group activity or in teams.	
Instructor works with students. Identify fruits and vegetables on *Basic Vocabulary Builder*, #4. Put color words on the board and as each fruit or vegetable is presented, place under the appropriate color. Practice "I like _____. I don't like _____."	Students work in small groups. Students are given categories of food groups - fruit, vegetables, dairy, meat, etc. On index cards, write the names of at least five items for each category. Mix up the cards and have students arrange the cards in the proper category. If time, the students find pictures of other foods from these categories in magazines and newspapers and put them in the correct place.
Students work individually, in pairs or small groups. Cut out pictures and glue onto charts to categorize fruits or vegetables. Students write sentences about those fruits and vegetables. Ex. "A strawberry is red. I like strawberries."	Instructor works with students. Teach past tense of verbs associated with food, such as "eat" and "buy". Use pictures they just cut out to ask and answer questions. What did you buy? I bought a _____. What did you eat?" I ate a _____.
Whole Group Activity Make applesauce using a blender and electric skillet. Write a language experience story while the whole class eats the applesauce.	

Topic: FOOD Day 2

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals
Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Line Drill: "What did you eat?" "I ate _____."
Use pictures of food for the drill.</td></tr>
<tr><td>Instructor works with students.

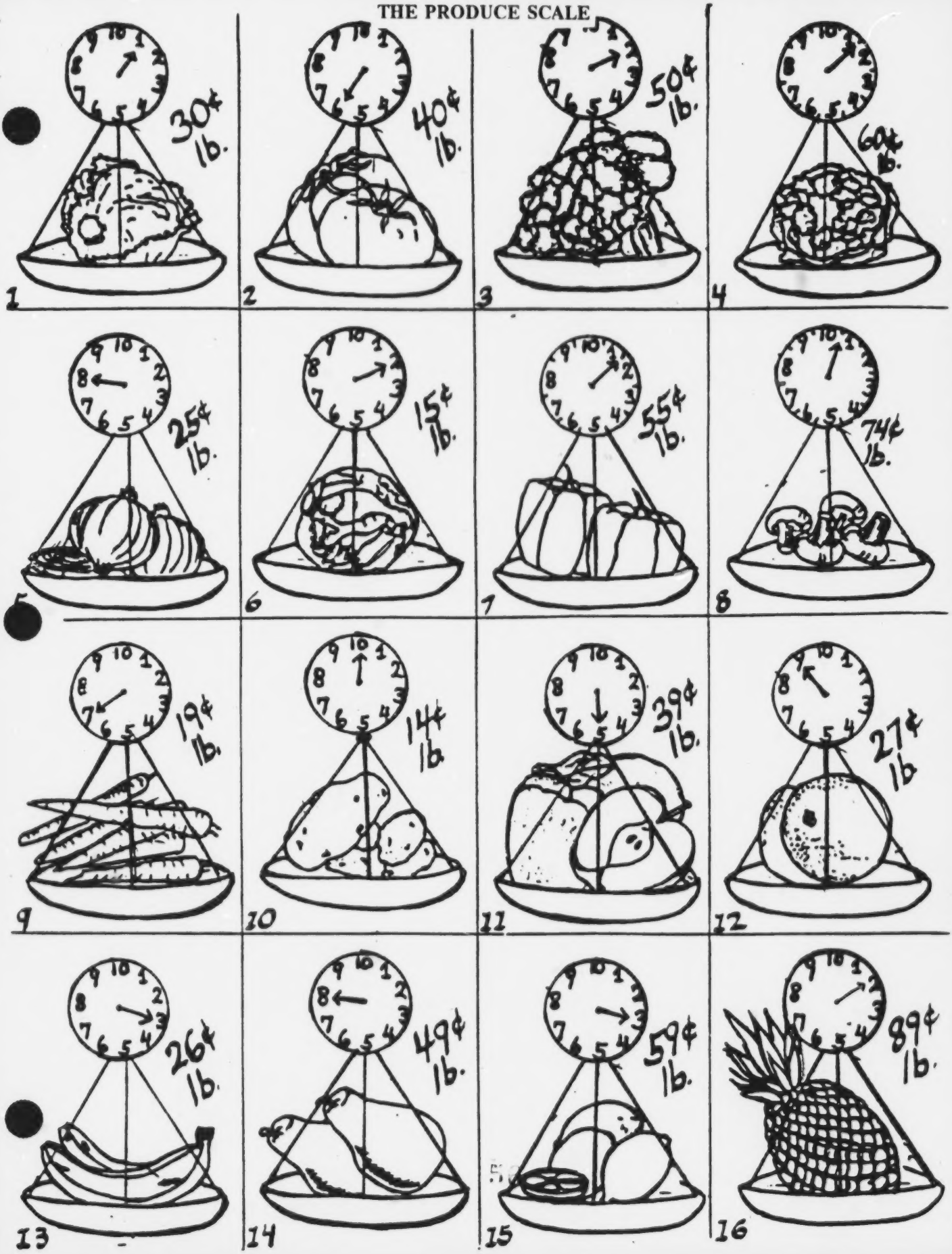
Identify food items on the handout The Produce Scale (see next page).
Ask students, "Do you like _____?"</td><td>Students work individually, in pairs or small groups.

Using the handout The Produce Scale, students complete the conversation below:
"What did you buy?"<br>"I bought _____."
"How many pounds did you buy?"<br>"I bought _____ pounds."
"What was the total cost?"<br>"It cost $_____."</td></tr>
<tr><td>Students work in pairs or small groups.

Students ask each other, using The Produce Scale
"How many pounds of _____ are you buying?"</td><td>Instructor works with students.

Teach count/non-count distinctions.
Use The Produce Scale to practice the constructions:
"How much (lettuce) did you buy?"<br>"How many (apples) did you buy?"</td></tr>
<tr><td colspan="2">Whole Group Activity
Unscramble food words in cross-ability pairs and/or
"The Hot Dog Song" from Jazz Chants for Children, p. 11.</td></tr>
</table>

THE PRODUCE SCALE



Topic: Food Day 3

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Cut out portions of food ads from newspapers. Do a "Find Someone Who..." exercise by asking questions about the ads. Example: Find someone who has peaches for 39¢ a pound.</td></tr>
<tr><td>Teacher works with students.

Use English for Adult Competency, Book 1, p. 32. Go over vocabulary of advertisements. Ask questions, "How much is the toothpaste?" "How much are the apples?" Review singular and plural uses of "is" and "are".</td><td>Students work individually, in pairs or small groups.

Students write 10 questions from the supermarket ad from English for Adult Competency, Book 1, page 32.
Then ask each other their questions.</td></tr>
<tr><td>Students work in pairs.

Do an information gap of a grocery store advertisement. Students ask each other:
How much is/are the _____?"
It's/they're _____?</td><td>Instructor works with students.

Teach containers/quantities using English for Adult Competency, Book 1, p. 28.
What can you buy in a box, a package, a loaf, etc.?</td></tr>
<tr><td colspan="2">Whole Group Activity
Play food BINGO, using the suggestions from Drawing Out p.120.</td></tr>
</table>

Topic: FOOD Day 4

Beginning Level	Intermediate/Advanced Level
Individual Work - Dialogue Journals Instructor works with nonliterates on literacy.	
Whole Group Activity "A Supermarket Aisle" from *Look Again Pictures*, #7. Students work in cross-ability pairs and find eight differences in the pictures.	
Instructor works with students. Students look at the map of a grocery store and tell in what section certain food items can be found. Use of is/are and it's/they're is reviewed. Example: "Where's the bread?" "It's in the bakery." *English for Adult Competency, Book 1*, p. 33 is a good resource for this activity.	Students work individually and in pairs. Complete the conversation matrix "The Supermarket" that follows this lesson.
Students work in pairs. Do the information gap from *English for Adult Competency, Book 1*, p. 34. Pairs decide which store is cheapest for the items shown.	Instructor works with students. Teach phrases used to return food that is spoiled. Discuss expiration dates. Practice dialogues between shoppers and store managers. *English for Adult Competency, Book 1*, p. 36-37 is one resource for this activity.
Whole Group Activity "Grandma's Going to the Grocery Store" from *Jazz Chants for Children*, p. 67.	

CONVERSATION MATRIX: THE SUPERMARKET

Fill in the first column for yourself. The fill in the next two columns for two classmates.

Name

What is your favorite supermarket?			
Do you buy from the deli counter? What?			
What dairy products do you buy?			
Do you pay by cash or check?			
Do you bag your own groceries?			
Do you get plastic or paper bags?			
Are there supermarkets in your native country? Are they the same or different from the U.S.?			

Topic: FOOD Day 5

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals
Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Introduce topic - Breakfast foods
Using an electric skillet, make scrambled eggs with the class. Provide some vocabulary as you cook. Let everyone eat some eggs. Use Action English Pictures, "Scrambled Eggs", p. 10 as a guide.</td></tr>
<tr><td>Instructor works with students.

Write a language experience story about making scrambled eggs together.
Brainstorm other breakfast foods, providing pictures as needed.</td><td>Students work individually.

Students write a description in the past tense of how the class made scrambled eggs. Students then work in pairs, helping each other with spelling and vocabulary.</td></tr>
<tr><td>Students work individually.

Students cut out of magazines what they eat for breakfast. Students then work in pairs, helping each other label the foods.</td><td>Instructor works with students.

Students read descriptions from above, going over the past tense rules. Teach past tense question and negative formation, using "did" and "didn't."</td></tr>
<tr><td colspan="2">Paired Activity using pictures of foods</td></tr>
<tr><td>A: What do you eat for breakfast?
B: I eat _____.</td><td>A: Did you eat _____?
B: No, I didn't.
A: Well, what did you eat?
B: I ate _____.</td></tr>
<tr><td colspan="2">Whole Group Activity
"Salt and Pepper" from Small Talk, p. 47.</td></tr>
</table>

Topic: FOOD Day 6

Beginning Level	Intermediate/Advanced Level
Individual Work - Dialogue Journals Instructor works with nonliterates on literacy.	
Whole Group Activity On paper plates, students glue pictures of a well-balanced meal. Show their plates to other students.	
Instructor works with students. Discuss what the students eat for breakfast, lunch and dinner. Categorize pictures of food into food groups.	Students work in pairs. Using restaurant menus, have students work in pairs and order breakfast, lunch and dinner. Pairs record their dialogues, or new pairs are formed and practice restaurant dialogues.
Students work individually, in pairs or small groups. Using their paper plates, students ask each other, "What are you eating?" Then write a description of their plates. ex. "I'm eating _____."	Instructor works with students. Read the story of Pablo's lunch (see next page). Do a dictation using sentences from the story.
Whole Group Activity Line drill: "What did you eat for (breakfast, lunch, dinner) today?" Students answer what they ate.	

PABLO'S LUNCH

Pablo lives in California. He lives with his wife and four children. Every day Pablo eats breakfast at home. He usually takes his lunch to work in a paper bag. Sometimes he eats lunch in a restaurant. One day Pablo goes into a restaurant.

Waiter: What would you like, sir?
Pablo: I want a cheese sandwich, a small salad, and a big bowl of soap.
Waiter: You want a bowl of soap?
Pablo: Yes, I want a very big bowl of soap!
Waiter: You don't want a bowl of soap, sir!
Pablo: Yes, I do! I'm very angry today!

The waiter brings a cheese sandwich, a small salad and a big bowl of soap. Pablo looks at the soap. He takes out his dictionary and looks up some words in it. Then Pablo laughs. The waiter laughs.

Pablo: Oh, I am not angry. I am hungry! I do not want a bowl of soap, I want a bowl of soup!
Waiter: Of course. I'll bring it right away.

HEALTH/MEDICAL
OBJECTIVES

Upon completion of this unit, the **beginning** level student will be able to:

identify parts of the body
tell about common illnesses and complaints
use the present tense of the verb "to have" with illnesses and complaints
answer simple questions about medical problems with a doctor

the **intermediate/advanced** level student will be able to:

identify the parts of the body and the verbs associated with them
describe symptoms of common illnesses
participate in a dialogue with a doctor
use the present perfect tense to describe his/her medical history
read and understand medicine labels

SOLOS

1. Students put a cartoon in the right sequence and write dialogue for it. Use the cartoon on p. 28-29 in *Comics and Conversation.*

2. Match pictures of body parts to their word names.

3. Use any of the picture stories from *Action English Pictures*, Unit 2 and have the students match sentences with the pictures or write their own sentences for each picture.

Topic: HEALTH/MEDICAL Day 1

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Sing "Head, Shoulders, Knees and Toes" and play "Simon Says."</td></tr>
<tr><td>Instructor works with students.

Use Basic Vocabulary Builder #7 to identify parts of the body.</td><td>Students work in pairs.

Information Gap - Parts of the body scrambled words (see sample).</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Using old magazines, cut pictures of parts of the body and glue them on paper to represent a person. Label the parts of the body. Instructor should show an example as a model.</td><td>Instructor works with students.

Describe actions for each part of the body. Ask, "What do you do with your eyes?, with your nose?, with your feet?", etc.</td></tr>
<tr><td colspan="2">Whole Group Activity
Play "Simon Says," students take turns being the leader.</td></tr>
</table>

INFORMATION GAP
PARTS OF THE BODY
SCRAMBLED WORDS

Directions: Dictate the letters of the scrambled words. Listen as your partner dictates letters and you write them. When you finish, work together and unscramble the words. They are all parts of the body.

1. oeeadfrh	1.
2.	2. bewlo
3. cotmash	3.
4.	4. tomuh
5. itnoale	5.
6.	6. bewroye
7. ghith	7.
8.	8. ecehk
9. gnifer	9.
10.	10. stech

Topic: HEALTH/MEDICAL Day 2

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"I Feel Terrible," from Jazz Chants for Children, p. 71.</td></tr>
<tr><td>Instructor works with students.

Teach simple ailments. (headache, stomachache, earache, backache).
English for Adult Competency, Book 1, p. 47-48 is one resource for pictures.</td><td>Students work in a group.

Play "Circle Remembering Game".
1st person acts out a symptom. The group guesses. (i.e. student 1 coughs) 2nd person says, "She has a cough and I ..(acts out another symptom...headache.)
3rd person - points to student 1 and says, "She has a cough," points to student 2 and says, "He has a headache, and I ...(acts out).
Continue around the group, adding one more ailment to remember.</td></tr>
<tr><td>Students work in a small group.

One student pantomimes a symptom. Another asks the group, "What's the matter?" and everyone guesses what's wrong.
Then, in pairs, ask and answer "What's the matter?" using the visual provided above.</td><td>Instructor works with students.

Using English for Adult Competency, Book 1, p. 47-48, discuss various solutions to the ailments.
Teach names of nonprescription medicines.</td></tr>
<tr><td colspan="2">Whole Group Activity
Line Drill, "What's the Matter?" Students are given pictures of ailments for cues.</td></tr>
</table>

Topic: HEALTH/MEDICAL Day 3

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Hand out the picture of Planet Zod. (See attached.) Students draw the creature that lives on that planet by following the instructor's directions. For example: "This creature has two heads, four eyes, hair on it's fingers."</td></tr>
<tr><td>Instructor works with students.

Teach singular and plural nouns and have/has distinction.
"I have one head but this creature has two heads."
Continue comparing their drawing to a human body, concentrating on the correct form of "have" and plural "s".</td><td>Students in pairs.

Do the information gap "The Medicine Cabinet" from English for Adult Competency, Book 1, p. 61-62.
Match sentences to their corresponding pictures, as in A Conversation Book 1, 2nd edition, p. 123- 124.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Students pair up and direct another student to draw a "creature".</td><td>Instructor works with students.

Teach vocabulary for reading medicine labels. Use English for Adult Competency, Book 1, p. 59 for prescription medicines and bring in empty nonprescription medicines. Practice calling a pharmacy to renew a prescription.</td></tr>
<tr><td colspan="2">Whole Group Activity
"You're Getting Sick," from Action English Pictures, p. 25.</td></tr>
</table>

THE PLANET ZOD

Topic: HEALTH/MEDICAL Day 4

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals
Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Total Physical Response exercise of commands in the doctor's office. (Open your mouth, say "Aaah," cough, etc.).</td></tr>
<tr><td>Instructor works with students.

As a group, write a conversation in a doctor's office. Use simple sentence constructions such as:
"What's the matter?"<br>"I have a stomachache"
"O.K. The doctor will see you in ten minutes."
Pairs practice the conversation while the teacher monitors.</td><td>Students work individually, in pairs or small groups.

Using Action English Pictures, p. 22 "At the Doctor's Office," students are given a picture and they must write a sentence for that picture. When all are finished, students read their sentences and others guess which picture it matches. Students then put the pictures and sentences in the correct sequence.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Make copies of "Talking to the Doctor" from Look Again Pictures, #10. Students glue the picture on construction paper then cut the picture into puzzle pieces. Then, they exchange puzzles and put each other's puzzles together. Finally, each pair finds the differences between their puzzles.</td><td>Instructor works with students.

Introduce present perfect tense with questions about previous medical experiences.

"Have you ever had a broken leg?"<br>"Have you ever been in a hospital?"<br>"Have you ever ridden in a wheelchair?"
etc.
They can create their own questions to ask each other.</td></tr>
<tr><td colspan="2">Whole Group Activity
Everybody draws a "creature". Then, they write a description of their creature. Finally, the drawings are displayed on the walls and while the instructor reads their descriptions, everyone guesses which pictures are being described.</td></tr>
</table>

Topic: HEALTH/MEDICAL Day 5

Beginning Level	Intermediate/Advanced Level
Individual Work - Dialogue Journals Instructor works with nonliterates on literacy.	
Whole Group Activity *Beats*, p. 30, "Family Troubles"	
Instructor works with students. Teach vocabulary for reading medicine labels. Use *English for Adult Competency, Book 1*, p. 59, or create your own lesson by bringing in samples of nonprescription and prescription medicine.	Students work individually, in pairs or small groups. *Look Again Pictures*, #10, "Talking to the Doctor". Students find the eight differences and write sentences describing those differences.
Students hold up corresponding picture cards and/or word cards while the instructor reads a dictation paragraph. This is done simultaneously with the intermediate level doing an actual dictation.	The instructor reads a paragraph and the students fill in the blanks on their corresponding paragraphs. This is called a dictated cloze activity. An example of a paragraph to use is in *English for Adult Competency, Book 1*, p. 67.
Whole Group Activity Play vocabulary BINGO with body parts.	

HOUSING
OBJECTIVES

Upon completion of this unit, the **beginning** level student will be able to:

name the rooms in the house and common household furniture
use the present tense to describe activities which occur in each room
state housing needs to potential landlords
describe maintenance problems
compare his/her native country home with that in the U.S.

the **intermediate** level student will be able to:

name the rooms in the house and common household furniture
list activities that occur in each room
use the form "used to" with activities that occurred in the house
compare his/her native country home with that in the U.S.
use the irregular past tense to describe household activities in his/her native country
use prepositions of place to describe the contents of a house
read classified ads to locate suitable housing
describe maintenance problems
describe housekeeping activities

SOLOS

1. Categorize pictures of furniture into the appropriate room of a house.

2. Find eight differences in *Look Again Pictures*, #12.

3. Draw a floor plan of your house.

4. Match furniture pictures to their word names.

5. Match sentence strips to the appropriate pictures of *Action English Pictures*, "Time to Clean House", p. 47.

Topic: HOUSING Day 1

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"Getting Home"
from Action English Pictures, p. 16.</td></tr>
<tr><td>Instructor works with students.

Teach the vocabulary of rooms in a house.
Use Basic Vocabulary Builder #16.</td><td>Students work individually, in pairs or small groups.

Students brainstorm together to form a list of activities performed in each room of a house. Use the model:
In the livingroom, I _____ and _____.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Students pair up and practice asking "Where's _____?" Use Side by Side, p. 7-9.</td><td>Instructor works with students.

Teach the form "used to".
Practice with the list of activities generated above.
Example: I used to sleep in the livingroom, but now I sleep in the bedroom.</td></tr>
<tr><td colspan="2">Whole Group Activity
"Baby's Sleeping," from Jazz Chants, p. 3, and/or one student comes to the front of the room to pantomime an action. Everyone guesses what he/she is doing and in what room of the house it takes place.</td></tr>
</table>

Topic: HOUSING Day 2

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals
Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Read the children's book In a People House, by Theo. LeSieg
or "In Front of My House There's a Tree," from Tune Into English, p. 30.</td></tr>
<tr><td>Instructor works with students.

Use Basic Vocabulary Builder #17 to teach furniture vocabulary.</td><td>Students work individually, in pairs or small groups.

Students do an information gap activity with furnishings in a house.
The instructor can draw his/her own or s/he can use English for Adult Competency, Book 1, p. 88, copy a page and white out different furnishings to create the activity.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Give students an outline of a blank house. Students can cut up the pictures of furniture from the worksheet above and glue the pictures onto different rooms of their house. Then, in pairs, students tell each other where things are.
For example: "The bed is in the bedroom. The lamp is in the livingroom."</td><td>Instructor works with students.

Teach irregular past tense verbs.
"In your native country, where did you sit?"<br>"I sat in a chair in the livingroom."
"Where did you sleep?"<br>"I slept in a bed in my bedroom."
etc.</td></tr>
<tr><td colspan="2">Whole Group Activity
Do a "Find Someone Who ..." activity.
Example: Find someone who... has a lamp in the bedroom,
...has a radio in the kitchen, etc.</td></tr>
</table>

Topic: HOUSING Day 3

Beginning Level	Intermediate/Advanced Level
Individual Work - Dialogue Journals Instructor works with nonliterates on literacy.	
Whole Group Activity Hand out blank outlines of a house. Students draw furniture in rooms as the instructor directs. Advanced students pay attention to prepositions and beginners just focus on the furniture.	
Instructor works with students. Discuss activities in each room of the house using the present tense. "I read in the living room." "I sleep in the bedroom."	Students work individually, in pairs or small groups. In pairs, students ask each other where the various furniture pieces are in their drawings of the house. Make questions contain prepositions of place. For example, "What is next to the TV?" "What is across from the sink?" etc.
Students work individually, in pairs or small groups. Using the houses that were just drawn, students ask each other in pairs, "Where is the bed?" "It's in the bedroom." Continue asking questions about all the furniture.	Instructor works with students. Teach the comparative form of adjectives. Have students describe their houses and furniture by using comparatives. "The TV is smaller than the couch." "The living room is bigger than the bedroom."
Whole Group Activity *Action English Pictures*, p. 8, "Good Morning"	

Topic: HOUSING Day 4

Beginning Level	Intermediate/Advanced Level
Individual Work - Dialogue Journals Instructor works with nonliterates on literacy.	
Whole Group Activity "Outside an Apartment" from *Look Again Pictures* #11 Find the eight differences.	
Instructor works with students. Write a simple conversation about renting an apartment. Go over necessary vocabulary and practice pronunciation. Use *English for Adult Competency, Book 1*, p. 85.	Students work individually, in pairs or small groups. Read newspaper ads for apartments for rent. Choose an apartment you want to rent and tell the group why you've chosen it. *English for Adult Competency, Book 1*. p. 83 has some sample ads.
Students work in pairs. Pairs practice the conversation generated above. Substitute information such as the number of bedrooms, the monthly rental amount and the location.	Instructor works with students. Discuss unknown vocabulary in the classified housing ads. *Look Again Pictures*, p. 48 has an excellent activity for question formation regarding renting an apartment.
Whole Group Activity "Times are Changing" from *Beats*, p. 32, and/or students draw their houses and tell other students about them.	

Topic: HOUSING Day 5

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Use a picture of a house in need of repair, as in English for Adult Competency, Book 1, p. 94. Brainstorm a list of what's wrong with this house.</td></tr>
<tr><td>Instructor works with students.

Practice saying what's wrong and find out who fixes the various problems.
(i.e. The faucet is dripping. Call the plumber.)</td><td>Students work in small groups.

In groups of three, students describe their house in their native countries. One student asks questions, the other student answers, and the third takes notes on the information given.</td></tr>
<tr><td>Students work in pairs or small groups.

Given blank houses, students pair up and give each other directions for furnishing their houses. Students draw according to the directions given.</td><td>Instructor works with students.

Discuss problems in the house and housework using English for Adult Competency, Book 1, p. 97-99.

Emphasize cultural differences and male/female roles with home repairs and housework.</td></tr>
<tr><td colspan="2">Whole Group Activity
Fold your paper in half. On one half, draw a picture of your home in your native country. On the other side, draw your home in the U.S. Compare the two pictures with a partner.</td></tr>
</table>

TELEPHONE
OBJECTIVES

Upon completion of this unit, the **beginning** level student will be able to:

recite phone numbers with correct rhythm and intonation
use knowledge of alphabetical order with the phone book
provide emergency phone numbers
use the correct possessive adjectives with phone numbers (my phone number, his phone number, etc.)
participate in a simple phone conversation
use a pay phone

the **intermediate/advanced student will be able to:**

participate in phone conversations - taking a message, calling in sick, asking for information, etc.
use the yellow pages to comparison shop by phone
use a telephone answering machine
use a pay phone

SOLOS

1. Make a cloze out of written telephone dialogues. They can also be taped for a dictated cloze exercise.

2. Students record themselves reading phone numbers from cards and listen to them.

3. Students are given a situation, written on a card, where they must leave a message. They practice leaving messages using a tape player.

4. Students listen to a taped phone call, where someone takes a message from a caller. Students write the message after listening to the call.

Topic: TELEPHONE Day 1

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Alphabetical order line up activity. Students line up in alphabetical order by last name, then by first name.</td></tr>
<tr><td>Instructor works with students.

Students practice dictating phone numbers with correct intonation and stress.
Teacher explains how to use a telephone book.</td><td>Students work in pairs or small groups and write a dialogue or narrative to accompany Comics and Conversation, p. 25. A man waits in line for a pay phone, when his turns comes, he has no change.</td></tr>
<tr><td>Students work in pairs.

Students are given a list of names and/or companies. They must look their phone numbers up in the phone book.</td><td>Instructor works with students.

Calling in sick. Reasons for calling in sick are discussed and the language for calling in sick is presented. Students practice calling in sick to the teacher, then with other classmates.</td></tr>
<tr><td colspan="2">Whole Group Activity
Students are given a piece of paper with all of their classmates' names on it. They circulate and obtain the phone numbers and addresses of all of the students. Beginning students are paired with advanced students and the names are put in alphabetical order to form a phone book.</td></tr>
</table>

Topic: TELEPHONE Day 2

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Total Physical Response - "Using a Pay Phone" from Action English Pictures, p. 57.</td></tr>
<tr><td>Instructor works with students.

Simple phrases for telephone conversations are introduced and practiced. A Conversation Book, Book 1, p. 89, has some good examples of telephone dialogues.</td><td>Students work in pairs or small groups.

Students are given topics for telephone dialogues, such as wrong number, calling directory assistance, ordering a pizza, calling about a job, etc. They write dialogues, record them and listen back.</td></tr>
<tr><td>Students work in pairs and write simple phone conversations. They practice and record them.</td><td>Instructor works with students.
The use of answering machines is discussed. Students are taught how to leave a message on an answering machine. Using a tape recorder, students leave their own messages.</td></tr>
<tr><td colspan="2">Whole Group Activity
"Wrong Number" from Tune Into English, p. 34.
Cut the lines of the song into strips. Working in cross-ability pairs, students listen to the song and put the strips in the correct order.</td></tr>
</table>

Topic: TELEPHONE Day 3

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"Phone Call" from Beats, p. 60.</td></tr>
<tr><td>Instructor works with students.
Using the class phone book (from day 1 whole group activity) possessive pronouns are practiced. What is _____ phone number?
My/your/his/her phone number is ...</td><td>Students work individually, in pairs or small groups.

Students are given a list of items to buy, along with a list of topic headings in the Yellow Pages. They must find the name, address and phone number of companies where they can obtain those goods. If phones are available, students can comparison shop for the best buys.</td></tr>
<tr><td>Students work in small groups.

Given the pictures from "Using a Pay Phone" (from day 2), they must put them in the correct sequence and write a phrase for each picture (or match the picture to a phrase).</td><td>Instructor works with students.

Taking messages. Students are given "While You Were Out" notepads. The teacher performs a phone conversation with individual students, and messages are taken by the class. Students practice taking messages in pairs.</td></tr>
<tr><td colspan="2">Whole Group Activity
"You Call Me or I'll Call You" from Small Talk, p. 22.</td></tr>
</table>

Topic: TELEPHONE Day 4

Beginning Level	Intermediate/Advanced Level
Individual Work - Dialogue Journals Instructor works with nonliterates on literacy.	
Whole Group Activity Find someone who....(see sample) Teacher introduces topic of emergency calls.	
Instructor works with students. Practice language used when calling 911. *English for Adult Competency, Book 1*, p. 65 has a good dialogue for this.	Students work individually, in pairs or small groups. Students are given emergency situations and they write dialogues for calling 911. *English for Adult Competency, Book 1*, p. 67 has a good example of a 911 dialogue. Ex. The neighbor's house is on fire.
Students work individually, in pairs or small groups. Students are given situations where 911 is called and they must write dialogues for those situations.	Instructor works with students. Teacher goes over how to read a telephone bill. Samples of bills can be brought in and explained. Questions such as "How long was the phone call to Los Angeles? How much did it cost? Was there a discount?" etc.
Whole Group Activity "Answer the Phone" from *Beats*, p. 26.	

FIND SOMEONE WHO

1. has used a pay phone at an airport. _____
2. has a telephone calling card. _____
3. has called long distance call to another country _____
4. has a telephone answering machine _____
5. has more than two telephones at home _____
6. has dialed the wrong number _____
7. has a cordless phone at home _____
8. doesn't have a telephone _____
9. talks on the phone for his/her job _____
10. has a phone in the bedroom _____
11. has called 911 _____
12. has used the Yellow Pages _____

MONEY/BANKING
OBJECTIVES

Upon completion of this unit, the **beginning** level student will be able to:

identify and state the value of U.S. coins and currency
ask for and make change
demonstrate how to write a check
participate in a simple dialogue in order to cash a check
use comparatives and superlatives when talking about costs of goods

the **intermediate/advanced student will be able to:**

write checks and fill in a check register
fill out a simple loan application
tell about the differences between checking and savings accounts
participate in a dialogue when wrong change is given

SOLOS

1. Matching exercises with money amounts. Ex. $2.50 - Two dollars and fifty cents.

2. Credit card and loan applications for students to practice filling out.

Topic: MONEY/BANKING Day 1

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"Pennies, Nickels, Dimes and Quarters" from Small Talk, p. 51.</td></tr>
<tr><td>Instructor works with students.

Terminology for coins and currency is introduced and practiced (cents, dollars, dimes, etc.). Students practice saying money amounts.</td><td>Students work individually, in pairs or small groups.

Students write sentences in the present tense for each picture from "The Bank" from Action English Pictures, p. 61. Verbs are then changed to the past tense.</td></tr>
<tr><td>Students work in pairs.

Pairs are given play money and situations where change is to be given. Students write and practice simple dialogues in a store.

Ex. You buy a shirt that costs $7.89. You give the clerk $20 and you get change back.</td><td>Instructor works with students.

Students are given checks and a sample check register. Teacher demonstrates how to write a check and fill in a check register. Students are to choose three things they desire, write checks for them and fill in the check register.</td></tr>
<tr><td colspan="2">Whole Group Activity
"A Bank Line" from Look Again Pictures, p. 55.
Find the eight differences.</td></tr>
</table>

Topic: MONEY/BANKING Day 2

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Find Someone Who ..... (see sample)
Teacher explains the difference between checking and savings accounts.</td></tr>
<tr><td>Instructor works with students.

Review for writing a check. Practice writing dates, money amounts and signing one's name. Teacher demonstrates how to write a check.</td><td>Students work individually, in pairs or small groups.

Students are given situations where wrong change is given and they write dialogues. Ex. You buy a coat for $23. You given the clerk $40. and she gives you back $7.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Students are given blank checks and they practice writing checks for items that they would like to have.</td><td>Instructor works with students.

A sample loan or credit card application is put on an overhead. Teacher fills out application as a model, students fill out their own applications.</td></tr>
<tr><td colspan="2">Whole Group Activity
"Put It In the Bank" from Small Talk, p. 50.</td></tr>
</table>

FIND SOMEONE WHO

1. has a checking account _____
2. has a savings account _____
3. has an account at a credit union _____
4. has cashed a two-party check _____
5. has used a cash machine _____
6. has used a bank drive-up window _____
7. has never been in a bank _____
8. has bought a money order _____
9. has a Visa Card _____
10. has a Master Card _____

Topic: MONEY/BANKING Day 3

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Using an overhead of the bank visual from English for Adult Competency, Book 1, p. 141, the teacher reads the sentences and students take turns pointing to the correct place on the overhead.</td></tr>
<tr><td>Instructor works with students.

A simple dialogue and vocabulary for cashing a check is presented and practiced. English for Adult Competency, Book 1, p. 144 is one resource for a sample dialogue.</td><td>Students work individually, in pairs or small groups.

Students find the differences from "A Bank Desk" from Look Again Pictures, p. 59. Then, they do the character-dialogue matching exercise on p. 60.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

Students match sentences and pictures from "The Bank" from Look Again Pictures, p. 61. When all are matched, pictures are put in sequence.</td><td>Instructor works with students.

There is/there are with count/noncount nouns and quantity expressions is introduced and practiced. The is/are distinction with money amounts may be troublesome for some students.
Ex.
There <u>is</u> ten dollars.
vs.
There <u>are</u> ten dollar bills.</td></tr>
<tr><td colspan="2">Whole Group Activity
"How Much Does It Cost? It Costs a Lot" from Small Talk, p. 50.</td></tr>
</table>

Topic: MONEY/BANKING Day 4

Beginning Level	Intermediate/Advanced Level
Individual Work - Dialogue Journals Instructor works with nonliterates on literacy.	
Whole Group Activity "Banker's Wife's Blues" from *Jazz Chants*, p. 43.	
Instructor works with students. Teach comparatives and superlatives with money amounts. Given pictures of items with prices, students compare which is cheaper, cheapest or more expensive/most expensive.	Students work individually, in pairs or small groups. Students fill out applications to open various bank accounts.
Students work individually, in pairs or small groups. Students pick a card on which is written the name of an item for sale (telephone, coat, etc.). They draw three of these items and label the prices on them. The pictures should reflect the differences in price. They ask each other "Which is cheaper? most expensive? etc."	Instructor works with students. Discuss differences between checking and savings accounts. Role play opening an account at a bank.
Whole Group Activity Play "The Price is Right." Bring in common items for sale. Teams of students guess the price of these items.	

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